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ABSTRACT

The Camelot Behavioral Checklist, developed by Ray W. Foster, allows the evaluator to identify specific training objectives for an individual. This document contains a list of materials which may be used in the amelioration deficits determined through use of this checklist. The intent of the publication is to offer a listing of items that may be useful when providing training within these topics. It is offered to educators working with the handicapped. The major behavioral domains are: (1) self help; (2) physical development; (3) home duties; (4) vocational skills; (5) economic behavior; (6) independent travel; (7) numerical skills; (8) communication skills; (9) social behaivors; and (10) responsibility. A total of 399 skills or behavioral objectives are included in the checklist. Appended references cite the complete bibliographic information for all porfessional materials. A list of 35 vendors or publishers and their addresses is also provided. (CTM)

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CAMELOT BEHAVIORAL CHECKLIST

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Correlation of Some Suggested Materials to the

...*Camelot Behavioral Checklist*

Adaptive behavior scales are instruments designed to provide objective descriptions and assessments of an individual's adaptive behavior. This term refers primarily to the effectiveness of an individual in adapting to the natural and social demands of his environment. Good's definition states "originally, change in structure or behavior that has survival value; now, more generally any beneficial changes to meet environmental demand; settling down to the conditions for work or learning with the elimination of unnecessary preparatory behavior."

An adaptive behavior scale is usually a developmental checklist or index used to measure behavior in-school as well as out-of-school. It can provide a description of the way the individual maintains his personal independence in daily living and how he meets the social expectations of his environment. These areas are most crucial in the training and rehabilitation of the developmentally delayed.

Use of an adaptive behavior scale allows the individuals responsible for programming for the individual to:

1. identify apparent deficiencies
2. suggest appropriate learning environment
3. indicate appropriate entry level within a curriculum or training program
4. evaluate progress over a period of time to determine the effectiveness of the recommended educational program

Several adaptive behavior scales are on the market and available commercially. The needs of each school district or agency will dictate the criteria for selection of the most suitable scale or index. The Camelot Behavioral Checklist is one instrument which helps evaluate adaptive behavior.

The Camelot Behavioral Checklist developed by Ray W. Foster allows the evaluator to identify specific training objectives for an individual and provides a summary or classification score which is based on the objectives. Therefore, administrative and programming needs can be met.

The index consists of 399 behavioral descriptions; these descriptions have been grouped into 40 subdomains, or groups of behavior seen as being similar. The 40 subdomains are further classified under 10 domains. The 10 major domains rated by the index are Self-Help, Physical Development, Home Duties, Vocational Behavior, Economic Behavior, Independent Travel, Numerical Skills, Communication Skills, Social Behaviors, and Responsibility. A summary of the 399 items grouped into the 10 major domains and 40 sub-domains is given below:

(Major Domains I-X)	Items in Subdomain
I. Self Help	
1. Eating behaviors	20
2. Dressing and undressing	12
3. Toilet use	4
4. Cares for own health	8
5. Knowledge of self	5
6. Bathing	8
7. Hair care	4
8. Grooming	8

(Major Domains I-X)		Items in Subdomain
II.	Physical Development	
	9. Balance	4
	10. Walking	13
	11. Posture	4
	12. Body movements	6
	13. Hand movements	5
	14. Sensory development	9
III.	Home Duties	
	15. House cleaning	14
	16. Clothing care	14
	17. Cooking	16
	18. Yard care	7
	19. Car maintenance	9
	20. Operation of appliances	14
IV.	Vocational Behavior	
	21. Work related skills	22
	22. Job skills	15
V.	Economic Behavior	
	23. Shopping	9
	24. Money handling	13
	25. Use of credit	4
VI.	Independent Travel	
	26. Transportation	8
	27. Travel skills	11
VII.	Numerical Skills	
	28. Arithmetic skills	17
	29. Time	7
VIII.	Communication Skills	
	30. Receptive language	6
	31. Expressive language	17
	32. Reading	10
	33. Writing	9
	34. Use of telephone	13
IX.	Social Behaviors	
	35. Spectator activities	6
	36. Participation	20
	37. Interaction with others	9
X.	Responsibility	
	38. Social responsibility	8
	39. Response to emergencies	7
	40. Security	4
	Total Camelot Behavioral Checklist	399

The primary methods recommended for conducting the rating are direct observation and/or actual testing of the client for the behaviors. All items should be completed for each person, unless designated for female/males only. Each behavioral description is marked "+" or "-" indicating "Can Do" or "Needs Training." The test provides a score for each domain and a total score for the test. Training objectives can be developed directly from those items which need training. This information can then be used to plan the individualized education program.

Materials which may be used in the amelioration of deficits determined through use of the Camelot Behavioral Checklist are indicated on the following pages; none of the materials was designed specifically to remediate deficits determined through use of this scale. The chief relationship exists between the titles of the materials and the terms within the sub-domains of the scale. The intent of the publication is to offer a listing of items that may be useful when providing training or instruction within these topics. The user should not assume that these materials are designed to or will remediate specific deficits depicted by lower scores on the Camelot Behavioral Checklist.

The list is not intended to be a comprehensive listing of all available media and materials which might be used effectively, nor does it attempt to list all materials, and producers of materials, which might be used. It is offered to educators working with the handicapped to apprise them of the range of items available.

The "References" at the end of the publication cite the complete bibliographic information for all professional materials. The child-use (instructional materials) in the list are indicated by parentheses which contain the name of the producer of the item; a list of producers or vendors and their addresses is provided at the end of the publication.

Correlation of Materials to the
Camelot Behavioral Checklist

I. SELF HELP

1. Eating Behaviors

1.01 Drinks from glass

APT: "Drinking," Item 10, p. 1
INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Drinking from Glass"
LEARNING STEPS: "Teaching the child to drink from a cup," pp. 106, 113; "Helping the child learn to set his cup down," p. 114
PORTAGE: Self Help 8, 11, 15, 26, 28, 39, 47, 68, 102, 103
RADEA: Functional Living, Task 14
PROJECT VISION UP: 7SH8, 40SH24, 89SH36-48
PERFORMANCE OBJECTIVES FOR PRESCHOOL CHILDREN: Self care skills 2-300.00A, 2-340.00A
BEGINNING WITH THE HANDICAPPED: "Eating: Drinking from a glass." pp. 30-31

1.02 Eats with spoon

ATTENDANT-OPERATED FEEDING PROGRAM, AN: "Spoon use"
BEGINNING WITH THE HANDICAPPED: "Eating: Drinking from a glass." pp. 30-31
INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Spoon and fork use"
LEARNING STEPS: "Introduction to eating" pp. 93-104
"Feeding child from a spoon," p. 105
"Teaching child to feed self from a spoon," p. 112
NEW WAYS TO TEACH NEW SKILLS PART 4: "Spoon use, fork use, knife use"
PORTAGE: Self Help 12, 14, 26; Motor 40
PROJECT MORE: Eating
RADEA: Functional Living, Task 9, 11
A SELF-FEEDING PROGRAM FOR THE SEVERELY AND PROFOUNDLY RETARDED
TEACHING SELF-FEEDING TO PROFOUND RETARDATES
TRAINING AND MAINTAINING A RETARDED CHILD'S PROPER EATING: "Spoon use"
PROJECT VISION UP: 14SH12-18, 42SH24, 83SH36-42, 165SH72
PERF. OBJ. FOR PRESCHOOL CHILDREN: Self care skills 2-254.00A
LEARNING STAIRCASE: Module-Fine Motor, Level 5-Self Help Skills, #1
EATING WITH A SPOON

1.03 Drinks from water fountain

1.04 Carries tray

INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Eating in a Cafeteria" p. 616
PORTAGE: Self Help 103

1.05 Drinks through a straw

BEGINNING WITH THE HANDICAPPED: "Using a straw," pp. 35-36
PORTAGE: Self Help 1
PROJECT VISION UP: 41SH24
PERF. OBJ. FOR PRESCHOOL CHILDREN: Self Care 2-257.00

1.06 Eats finger food appropriately

LEARNING STEPS: "Helping the child learn to eat finger foods" p. 108
RADEA: Functional Living, Task 10, Level 1
PORTAGE: Self Help 10
PROJECT VISION UP: 9SH8-12, 51SH24

1.07 Eats with fork

PORTAGE: Self Help 29, 46, 53
RADEA: Functional Living, Task 59
LEARNING STAIRCASE: Module-Fine Motor, Level 5-Self Help Skills, #4
APT: "Using a fork," Item 12, p. 1
BEGINNING WITH THE HANDICAPPED: "Eating: Eating with a fork," pp. 32-33
INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Spoon and fork use"
LEARNING STEPS: "Teaching the child to eat with a fork" p. 122
NEW WAYS TO TEACH NEW SKILLS PART 4: "Spoon use, fork use, knife use"
PROJECT MORE: Eating
PROJECT VISION UP: 27SH18-24, 40SH24, 83SH36-42
PERF. OBJ. FOR PRESCHOOL CHILDREN: 2-265.00, 3-367.00, 4-481.00

1.08 Uses napkin

BEGINNING WITH THE HANDICAPPED: "Eating: Using a Napkin," pp. 34-35
APT: "Dining room procedures," Item 11, pp. 1-2
ILLINOIS PROGRAM OF SYSTEMATIC INSTRUCTION FOR RETARDED CHILDREN: "Dining room procedures:
LEARNING STEPS: "Teaching the child to use a napkin" p. 115
PORTAGE: Self Help 45
PERF. OBJ. FOR PRESCHOOL CHILDREN: Self Care 2-322.00

1.09 Pours liquid

BEGINNING WITH THE HANDICAPPED: "Pouring" pp. 35-36
RADEA: "Pour from container," Functional Living, Task 63, Level 3
LEARNING STEPS: "Helping the child learn to pour from a pitcher" p. 116
OUR FIRST FOODS BOOK, pp. 37-38
PROJECT VISION UP: 104SH48, 137SH60, 169SH72

1.10 Chooses correct eating utensil

OUR FIRST FOODS BOOKS, pp. 50-52
PROJECT MORE: Eating
PORTAGE: Self Help 75
PERF. OBJ. FOR PRESCHOOL CHILDREN: 4-589.00

1.11 Chews with mouth closed

RADEA: "To swallow table food," Special Problems
BEGINNING WITH THE HANDICAPPED: "Eating: Chewing," pp. 29-30

1.12 Eats proper amount of food

1.13 Spreads with knife

PORTAGE: Self Help 79
LEARNING STEPS: "Teaching the child to use a knife to spread food," p. 123
PROJECT VISION UP: 164SH72
PERF. OBJ. FOR PRESCHOOL CHILDREN 4-498.00

1.14 Passes food

PROJECT MORE: Eating
OUR FIRST FOODS BOOK, pp. 46-49
PORTAGE: Self Help 94

1.15 Cuts with knife

PORTAGE: Self Help 100
BEGINNING WITH THE HANDICAPPED: "Eating: Eating with a knife," pp. 33-34
LEARNING STEPS: "Teaching the child to cut his food with a knife," p. 124
PROJECT VISION UP: 165SH72
PERF. OBJ. FOR PRESCHOOL CHILDREN 4-501.00

1.16 Has appropriate table etiquette

PROJECT MORE: Eating
OUR FIRST FOODS BOOK, pp. 46-58
OUR SECOND FOODS BOOK, pp. 12-16

1.17 Orders simple food

BEGINNING WITH THE HANDICAPPED: "Cafeteria Lines," pp. 36-37
PROJECT MORE: Eating

1.18 Eats balanced diet

NUTRITION: THE MILK GROUP, THE MEAT GROUP, THE BREAD AND CEREAL GROUP, THE VEGETABLE AND FRUIT GROUP (United Learning)
THE GREAT NUTRITION ROBBERY (Ideal School Supply Company)

1.19 Selects meal in cafeteria

BEGINNING WITH THE HANDICAPPED: "Cafeteria Lines," pp. 36-37

1.20 Orders complete meal

PROJECT MORE: Eating

2. Dressing and Undressing

2.01 Removes garments

BEGINNING WITH THE HANDICAPPED: "Pants, pp. 38-39; Pullover Shirt, p. 38-40; Coat, p. 39-41, Socks, pp. 40-42; Buttoning, p. 44; Mittens and Gloves, p. 45"
LEARNING STEPS: "Teaching the child to pull off his shirt," p. 139; "Teaching the child to pull his clothes over his head," p. 140
PORTAGE: Self Help 18, 19, 22, 23, 37
RADEA: Functional Living: 35 A, B, C; 36 A, B, C, D, E
PROJECT VISION UP: 32SH24, 36SH24, 37SH24, 74SH36, 154SH60

2.02 Puts on garments

TRAINING FOR INDEPENDENCE: "Independent Dressing Skills" (DLM)
ILLINOIS PROGRAM OF SYSTEMATIC INSTRUCTION FOR RETARDED CHILDREN: "Mittens, zipping, snapping, buttoning, hats, shirt/blouse and pullover, dress, pants/trousers, coat."
INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Shirt/blouse and pullover shirt, snapping, zipping, buttoning, pants/trousers, belt."

2.02 Puts on garments (Continued)

LEARNING STEPS: "Introduction to dressing," pp. 130-135;
"Teaching the child to pull off his pants," p. 138;
"Teaching the child to take off his shirt," p. 139;
"Teaching the child to pull his clothes over his head," p. 140;
"Teaching the child to tell 'front' from 'back'," p. 141;
"Teaching the child to learn 'left' from 'right'," p. 142;
"Teaching the child to pull up his pants," p. 145;
"Teaching the child to put on his jacket or shirt," p. 146;
"Teaching the child to pull a shirt over his head," p. 147;
NEW WAYS TO TEACH NEW SKILLS, PART 4: "Pants/trousers, dress, buttoning."
OPERANT CONDITIONING IN DRESSING BEHAVIOR OF SEVERELY RETARDED GIRLS: "Shirt/blouse/pullover."
STEP-BY-STEP DRESSING
TRAINING PROGRAM FOR PARENTS OF RETARDED CHILDREN OR ISN'T IT ABOUT TIME HE OUTGREW THIS: "Shirt/blouse/pullover, buttoning, pants/trousers."
APT: "Dressing," Item 17, pp. 1-2
PORTAGE: Self Help 18, 51, 52, 54, 58, 64, 81
RADEA: Functional Living 37 A, B, C, D; 38 A, B, C
PROJECT VISION UP: 35SH24, 38SH24, 53SH24-30, 61SH30, 70SH36, 78SH36, 106SH48, 107SH48, 121SH48-60, 128SH48-72, 150SH60

2.03 Zips and unzips

TRAINING FOR INDEPENDENCE: "...the Independent Use of Zippers, Buttons, Shoes, and Socks" (DLM)
INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Zipping pants"
LEARNING STEPS: "Teaching the child to unzip jacket or pants," p. 152;
"Teaching the child to zip up jacket or pants," p. 153
PORTAGE: Self Help 24, 73
PROJECT TELEPAC: Zipping
PROJECT VISION UP: 71SH36, 73SH36

2.04 Fastens and unfastens

INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT, "Closing snaps," "Putting on a bra"
LEARNING STEPS: "Teaching the child to unbuckle a belt," p. 154
PORTAGE: Self Help 48, 59, 80
PROJECT VISION UP: 76SH36, 130SH48-72, 157SH72

2.05 Buttons and unbuttons

TRAINING FOR INDEPENDENCE: "...the Independent Use of Zippers, Buttons, Shoes, and Socks" (DLM)
LEARNING STEPS: "Teaching the child to unbutton clothes," p. 156
PORTAGE: Self Help 65, 66, 70, 71
PROJECT MEMPHIS: "Buttoning," pp. 62-63
PROJECT TELEPAC: Buttoning
RADEA: Functional Living 46, 47
STRENGTHENING SELF-HELP BEHAVIOR IN THE RETARDED: "Buttoning"
PROJECT VISION UP: 75SH36, 105SH48, 108SH48, 109SH48, 122SH48-60, 152SH60, 156SH72

2.06 Ties and unties

BEGINNING WITH THE HANDICAPPED: "Shoes," p. 41 and 43; "Lacing," p. 41 and 43; "Tying," p. 42 and 44.
ILLINOIS PROGRAM OF SYSTEMATIC INSTRUCTION FOR RETARDED CHILDREN: "Tying shoe laces, shoes, socks."
INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Shoes, socks."
LEARNING STEPS: "Teaching the child to pull off his shoes," p. 136; "Teaching the child to put on his shoes," p. 143; "Teaching the child to tie a shoe," pp. 157-158
MANUAL FOR PARENTS AND TEACHERS OF SEVERELY AND MODERATELY RETARDED CHILDREN: "Tying shoe laces, socks."
PROJECT VISION UP: 39SH24, 79SH36, 129SH48-72, 155SH72

2.07 Buckles and unbuckles

PROJECT VISION UP: 77SH36, 120SH40-60

2.08 Chooses clothes that are clean

PROJECT VISION UP: Self Help 72SH36
SELF CARE SERIES: Male/Female (Opportunities for Learning, Inc.)

2.09 Chooses clothes for activities

PERF. OBJ. FOR PRESCHOOL CHILDREN: Self Care SC4-526.00

2.10 Chooses clothes for weather

PERF. OBJ. FOR PRESCHOOL CHILDREN: Self Care SC4-526.00

2.11 Chooses clothes that are not torn

SELF CARE SERIES: Male/Female (Opportunities for Learning, Inc.)

2.12 Chooses clothes that are not wrinkled

SELF CARE SERIES: Male/Female (Opportunities for Learning, Inc.)

3. Toilet Use

3.01 Goes to toilet independently
3.02 Flushes toilet after use
3.03 Uses toilet tissue
3.04 Washes hands after toilet use

GENERAL REFERENCES: The following materials appear to be applicable to Section 3, Toilet Use

APT: "Routine trained," Item 13, p. 1; "Toilet trained," Item 14, p. 1-2
BEGINNING WITH THE HANDICAPPED: "Toilet Training" p. 12-21
CONTROLLING NOCTURNAL ENURESIS IN SEVERELY DISABLED AND CHRONIC PATIENTS
INSTITUTIONALIZED RETARDED NOCTURNAL ENURETIES TREATED BY A CONDITIONING TECHNIQUE
INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Independent toileting".
LEARNING STEPS: "Introduction to toilet training," pp. 159-174; "Teaching the child 'wet' and 'dry',", p. 175
A MANUAL FOR PARENTS AND TEACHERS OF SEVERELY AND MODERATELY RETARDED CHILDREN: "Independent toileting"
NEW WAYS TO TEACH NEW SKILLS, PART 4: "Toilet regulation and scheduling"
PORTAGE: Self Help 17, 25, 32, 34, 38, 41, 43, 56, 57, 76, 85
PROJECT MEMPHIS: "Toilet training," pp. 81-82

3. Toilet Use (GENERAL REFERENCES) (Continued)

RADEA:
Functional Living 12, 13
Functional Living, 40, Level 2 (Goes to toilet unreminded)
Special Problems: Toilet trained in 3 days
"Special Instructions" from Functional Living, Tasks 12 & 13
"Pre-toilet training: establish student's schedule of elimination," Functional Living, Task 12, Level 1
"Toilet training: associate having bowel movements with sitting on toilet," Task 13, Level 1

SOME CORRELATES OF BOWEL CONTROL IN THE PROFOUNDLY RETARDED

INSTITUTIONALIZED RETARDED NOCTURNAL ENURESIS TREATED BY A CONDITIONING TECHNIQUE

LEARNING STEPS:
"Using the bathroom at scheduled times," p. 176
"Teaching the child to pull down his pants," p. 177
"Teaching the child to take off pants," p. 178
"Teaching the child to use toilet," p. 179
"Teaching the child to get up from toilet," p. 180
"Teaching the child to put on clean pants," p. 181
"Teaching the child to flush toilet," p. 182
"Teaching the child to wash his hands," p. 183-184

TOILET TRAINING FOR PROFOUNDLY RETARDED WITH A LIMITED STAFF

TOILET TRAINING FOR THE NORMAL AND RETARDED CHILD

TOILET TRAINING INSTITUTIONALIZED SEVERE RETARDATES

PERF. OBJ. FOR PRESCHOOL CHILDREN: Self Care 2-336.00, 5-811.00

4. Cares for Own Health

4.01 Seeks help for injury or illness

4.02 Cares for self during menstruation

APT: "Menstruation," Item 22, p. 102
PROJECT MORE: Feminine Hygiene
TRAINING MENTALLY RETARDED FEMALES TO USE SANITARY NAPKINS

4.03 Stays on special diet if necessary

4.04 Performs simple first aid on self

PROJECT MORE: Care of Simple Injuries
PERF. OBJ. FOR PRESCHOOL CHILDREN: 5-817.00

4.05 Uses contraception devices

PREVENTING PREGNANCY (United Learning)
TO CONTROL A BIRTH (Mafex Associates, Inc.)

4.06 Takes own medication

DRUGS, MEDICINE AND YOU (Moreland Latchford)
PRACTICAL DRUG SERIES (Interpretive Education)

4.07 Has annual dental or medical check-up

4.08 Gets prescriptions filled

PRACTICAL DRUG SERIES (Interpretive Education)

5. Knowledge of Self

5.01 Knows full name

5.02 Knows names of family members

LEARNING STEPS: Roles pp. 124-125
PROJECT MEMPHIS: "Dramatic Plan," pp. 82-38; "Understanding self and family," p. 84; "Family relationships," pp. 84-85

5.03 Knows his age

5.04 Knows own address

5.05 Knows own telephone number

PERF. OBJ. FOR PRESCHOOL CHILDREN: Self Care 5-825.00

6. Bathing

6.01 Dries with towel

6.02 Uses soap

6.03 Rinses self

NEW WAYS TO TEACH NEW SKILLS, PART 4: "Handwashing"
OPERANT CONDITIONING OF GROOMING BEHAVIOR OF SEVERELY RETARDED GIRLS: "Handwashing"
PROJECT MORE: Handwashing
APT: "Washing skills," Item 15, pp. 1-2
BEGINNING WITH THE HANDICAPPED: "Handwashing" pp. 21-22; "Face Washing" pp. 22-24
ILLINOIS PROGRAM OF SYSTEMATIC INSTRUCTION FOR RETARDED CHILDREN: "Handwashing"
INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Handwashing and washing face"
MANUAL FOR PARENTS AND TEACHERS OF SEVERELY AND MODERATELY RETARDED CHILDREN: "Handwashing"

6.04 Uses wash cloth

PROJECT VISION UP: Self Help 113SH48, 114SH48
PROJECT MORE: Hand washing
RADEA: Functional living 58

6.05 Washes all parts of body

PROJECT VISION UP: Self Help 148SH60, 149SH60
APT: "Showering," Item 16, pp. 1-2
LEARNING STEPS: "Teaching the child to take a bath," pp. 207-211
NEW WAYS TO TEACH NEW SKILLS, PART 4: "Bathing or Showering"
PROJECT MORE: Showering
RADEA: Functional living, Task 58, Level 2

6.06 Can prepare tub or shower

PROJECT VISION UP: Self Help 147SH60

6.07 Regulates water temperature

PROJECT VISION UP: Self Help 112SH28
RADEA: Functional living 72

6.09 Cleans bathroom after use

PROJECT MORE: Handwashing
PROJECT VISION UP: Self Help 117SH48, 144SH60

7. Hair Care

7.01 Combs and brushes hair

PROJECT VISION UP: Self Help 142SH60
APT: "Combing/brushing hair"
ILLINOIS PROGRAM OF SYSTEMATIC INSTRUCTION FOR RETARDED CHILDREN: "Combing/brushing hair"
INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Combing/brushing hair"

7.02 Shampoos hair

APT: "Shampooing," Item 20, p. 1
INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Shampooing hair"
LEARNING STEPS: "Teaching the child to wash her hair," pp. 212-214
NEW WAYS TO TEACH NEW SKILLS, PART 4: "Shampooing hair"
PROJECT MORE: Hair washing
RADEA: Functional living: Task 45 A-D, "shampooing hair"

7.03 Goes to barber or beautician for hair cut

7.04 Sets and styles hair (females only)

SELF CARE SERIES FEMALE: Hair Care (Interpretive Education)

8. Grooming

8.01 Brushes teeth

PROJECT VISION UP: Self Help 62SH30-36, 115SH48, 143SH60
APT: "Toothbrushing," Item 18, pp. 1-2
BEGINNING WITH THE HANDICAPPED: "Brushing Teeth," pp. 24-27
DENTAL HYGIENE TRAINING FOR RETARDATES: AN APPLICATION OF BEHAVIOR TECHNIQUES
ILLINOIS PROGRAM OF SYSTEMATIC INSTRUCTION FOR RETARDED CHILDREN: "Tooth brushing"
INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Tooth brushing"
LEARNING STEPS: "Teaching the child to brush her teeth," p. 204;
"Teaching the child to use toothpaste," p. 205;
"Teaching the child to rinse his mouth," p. 206
MANUAL FOR PARENTS AND TEACHERS OF SEVERELY AND MODERATELY RETARDED CHILDREN: "Tooth brushing"
NEW WAYS TO TEACH NEW SKILLS, PART 4: "Tooth brushing"
PORTAGE: Self Help 36, 63, 84
PROJECT MORE: "Toothbrushing"
RADEA: Functional living: Task 39; Task 78, Level 4, Brush teeth correctly for 30 seconds
PERF. OBJ. FOR PRESCHOOL CHILDREN: Self Care 3-430.00

8.02 Keeps nose clean

PERF. OBJ. FOR PRESCHOOL CHILDREN: Self Care 3-422.00
PROJECT VISION UP: Self Help 146SH60
BEGINNING WITH THE HANDICAPPED: "Nose Care," p. 25
ILLINOIS PROGRAM OF SYSTEMATIC INSTRUCTION FOR RETARDED CHILDREN: "Nose blowing,"
PROJECT MORE: Nose Blowing

8.03 Uses deodorant

PROJECT MORE: Use of Deodorant

8.04 Takes care of complexion

THE PROBLEM - ACNE (Interpretive Education)
SELF CARE SERIES MALE/FEMALE (Interpretive Education)

8.05 Uses toilet articles

PROJECT VISION UP: Self Help 46SH24, 85SH36-42
PROJECT MEMPHIS: "Personal grooming"
LEARNING STEPS: "Introduction to personal hygiene," pp. 186-198

8.06 Keeps nails clean and trimmed

SELF CARE SERIES FEMALE: Nail Care (Interpretive Education)
LEARNING STEPS: "Teaching the child to keep his nails clean," p. 201

8.07 Shaves

NEW WAYS TO TEACH NEW SKILLS, PART 4: "Shaving"
PROJECT MORE: Leg and Underarm Shaving, Shaving
APT: "Shaving"

8.08 Uses make-up (females only)

SELF CARE SERIES: MAKE-UP (Interpretive Education)

II. PHYSICAL DEVELOPMENT

9. Balance

9.01 Stands alone
9.02 Balance on tip toes
9.03 Balance on one foot
9.04 Balances on one foot with arms crossed

GENERAL REFERENCES: The following materials appear to be applicable to Section 9, Balance

MOVE GROW LEARN, Balance 1, 3
PROJECT VISION UP: Physical Development 135PD31-36
APT: "Sitting," Item No. 1, pp. 1-4
BEGINNING WITH THE HANDICAPPED: "Sitting," pp. 54-55; "Balance" pp. 60-62
INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Standing, sitting appropriately, sitting balance, head control"
LEARNING STEPS:
"Introduction to Body Movement," pp. 57-62
"Making the Child Aware of Himself and His Body," pp. 69-70
"Teaching the Child to Lift His Head and Chest," pp. 71-72
"Helping the Child Learn to Sit Up," pp. 75-78
"Helping the Child Learn to Stand," p. 80
MANUAL FOR PARENTS AND TEACHERS OF SEVERELY AND MODERATELY RETARDED CHILDREN: "Sitting properly"

9. Balance (GENERAL REFERENCES) (Continued)

NEW WAYS TO TEACH NEW SKILLS, PART 4: "Standing"
PORTAGE: Motor 19, 20, 22, 25, 31, 35, 37, 47, 85, 96, 139
PROJECT MEMPHIS: "Balance" p. 64; 88
RADEA: Motor: Balance 14, 47, 48, 49, 50, 55, 56, 64, 73, 77, 83, 84;
Presitting: 1, 3, 5; Sitting 6, 7, 8

10. Walking

10.01 Can walk upstairs one foot on each step

PROJECT VISION UP: Physical development 117PD25-30, 123PD31-36

10.02 Can walk a straight line

PROJECT VISION UP: Physical development 124PD31-36; 142PD37-42

10.03 Can step over obstacles

10.04 Can walk backwards

PROJECT VISION UP: Physical development 119PD25-30

10.05 Can run freely

I CAN: Fundamental Skills

10.06 Can walk downstairs one foot on each step

PROJECT VISION UP: Physical development 156PD43-48, 161PD49-54

10.07 Can climb ladder

PROJECT VISION UP: Physical development 162PD49-54, 169PD55-60

10.08 Achieves heel-toe gait

10.09 Can walk sideways

10.10 Walking rhythm is appropriate

I CAN: Fundamental Skills

10.11 Can walk on balance board

MOVE GROW LEARN: BALANCE 10, 11
PROJECT VISION UP: Physical development 118PD25-30

10.12 Can stop and start running

10.13 Turns short corners running

PROJECT VISION UP: Physical development 136PD31-36

GENERAL REFERENCES: The following materials appear to be applicable to Section 10, Walking

APT: "Walking," Item 2, pp. 1-5; "Hopping," Item 3, pp. 1-2; "Walks in line" Item 34, pp. 1-2
BEGINNING WITH THE HANDICAPPED: "Walking" pp. 55-58; "Running," p. 59; "Jumping," pp. 59-60; "Balance," pp. 62-67; "Eye Foot Coordination," pp. 73-76
INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Walking up and down stairs"
LEARNING STEPS:
"Beginning to Walk," pp. 63-68; "Helping the Child Learn to Walk," pp. 85-86; "Helping the Child Walk Longer Distances," pp. 89-90; "Helping the Child Learn to Go Upstairs," p. 91; "Helping the Child to Go Down Stairs," p. 92; "Making an Obstacle Course,"p. 250; "Improving Body Movements," p. 251

10. Walking (GENERAL REFERENCES) (Continued)

PORTAGE: Motor 21, 44, 45, 46, 55, 56, 61, 66, 68, 83, 86, 98, 98, 99, 100, 101, 102, 104, 105, 106, 108, 109, 113, 114, 116, 136, 138
PROJECT MEMPHIS: "Movement Coordination," pp. 63; 87
"Movement Emphasis," pp. 87-88
RADEA: Perceptual Motor:
Prewalking: 13, 14, 15, 18, 19, 20
Walking: 20, 45, 46, 49, 50, 53, 55, 67, 77, 83, 85
Hopping: 66, 71, 78, 83, 85
Skipping: 86
Jumping Rope: 69, 70, 85, 88, 89
Stairs: Upstairs: 21, 29, 36; Downstairs: 21, 31, 62
PERF. OBJ. FOR PRESCHOOL CHILDREN: Gross Motor Skills

11. Posture

11.01 Good posture while sitting
11.02 Good posture while standing
11.03 Good posture while walking
11.04 Keeps mouth closed

GENERAL REFERENCES: The following materials appear to be applicable to Section 11, Posture

INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT
I CAN: Health/Fitness

12. Body Movements

12.01 Touches floor while standing

12.02 Kneels

MOVE GROW LEARN: Strength 2

12.03 Flexes knee

MOVE GROW LEARN: Strength 3

12.04 Sits up from supine

MOVE GROW LEARN: Agility 11, Strength 11
PROJECT VISION UP: Physical development 122PD31-36

12.05 Can do push ups

12.06 Can chin up on bar

13. Hand Movements

13.01 Picks up small objects

PROJECT VISION UP: Fine Motor 80FM12

13.02 Can move fingers

PROJECT VISION UP: Fine Motor 103FM18, 122FM30

13.03 Grasps with both hands

I CAN: Fundamental Skills

13.04 Transfers objects from one hand to the other

PROJECT VISION UP: Fine Motor Section
I CAN: Fundamental Skills

13.05 Uses "adult" grip

PROJECT VISION UP: Fine Motor Section

GENERAL REFERENCES: The following materials appear to be applicable to Section 13, Hand Movements

APT: "Cobbler's Bench," Item 27, pp. 1-3; "Painting on Paper," Item 28, pp. 1-3; "Stringing Beads," Item 29, pp. 1-4; "Cutting Out Forms," Item 30, pp. 1-4; "Stacking Rings," Item 31, pp. 1-4; "Color Matching," Item 43, pp. 1-2; "Puzzle (3 piece)," Item 33, pp. 1-2; "Ball Passing," Item 35, pp. 1-2; "Tossing a Ball," Item 36, pp. 1-2

BEGINNING WITH THE HANDICAPPED: "Eye-hand Coordination," pp. 77-82; "Puzzles,", pp. 90-91; "Imitates Shapes," pp. 91-92

INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Catching/passing/tossing balls"

INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Stacking, puzzles, drawing/coloring/painting"

LEARNING STEPS: "Teaching the Child to Play Ball," p. 252; "Balls for group Games, too," p. 253.

MANUAL FOR PARENTS AND TEACHERS OF SEVERELY AND MODERATELY RETARDED CHILDREN: "Catching/passing/tossing balls, puzzles, drawing/coloring/painting"

NEW WAYS TO TEACH NEW SKILLS, PART 4: "Lacing"

PORTAGE:

Motor: 32, 39, 43, 48, 50, 51, 52, 53, 54, 59, 64, 65, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 80, 81, 82, 84, 93, 94, 95, 111, 122, 125, 126, 127

Cognitive: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 20, 21, 22, 23, 24, 26, 37, 39, 40

PROJECT MEMPHIS:

"Grasping," pp. 64-65; 91; "Occular Training," pp. 91-92; "Eye-hand Coordination I and II," p. 92; "Stringing Beads; Block Tower; Building and Assembly; Drawing and Pencil Control," pp. 93-96; "Functional Use of Scissors," p. 96; "Right and Left Discrimination," p. 96; "Recognition of Body Parts," pp. 110-111; "Perceptual-Motor Integration," p. 111

RADEA: Perceptual Motor: 9, 16, 17, 22 (Gross grasp/pincer grasp)
Functional Living: 3, 4, 9 (Gross grasp/pincer grasp)
Perceptual Motor (Ball Skills): 10, 24, 63 (rolling); 27, 54, 79, (Bouncing) 34, 39, 51, 52, 54, 57, 61, 63, 79 (throwing, catching)
Functional Living: 4, 44 (Throwing/catching)
Perceptual Motor: Manipulatives: 23, 30, 32 (Blocks, puzzles); 40, 60, 81 (pegboards); 35, 68 (Stringing); 74, 75, 76, 80 (Scissors); 53, 72 (Paper/pencil/crayon)
Functional Living: Manipulatives 41, 42, 67

14. Sensory Development

14.01 Visually discriminates color

PROJECT VISION UP: Intellectual development 57ID24-36
VISUAL MATCHING, MEMORY, AND SEQUENCING EXERCISES: Book 1 (DLM)
COLOR SEQUENCING CARDS (Modern Education Corp.)

14.02 Visually discriminates form

PROJECT VISION UP: Intellectual development 81ID48-60
VISUAL MATCHING, MEMORY AND SEQUENCING EXERCISES: Books 2-6 (DLM)
FORM PUZZLE (DLM)

14.03 Visually discriminates size

SIZE AND SHAPE PUZZLE (DLM)
DIMENSIONAL SEQUENCING CARDS (Modern Education Corp.)

14.04 Discriminates tastes

PROJECT VISION UP: Intellectual development 96ID48-72

14.05 Discriminates sounds

AUDITORY PERCEPTION TRAINING: Auditory Discrimination (DLM)
SHAKE-AND-MATCH-SOUNDS (Teaching Resources)

14.06 Discriminates smells

PROJECT VISION UP: Intellectual development 97ID48-72, 137ID72

14.07 Discriminates temperature

INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT (NOTE: Check 6.07)

14.08 Discriminates weight

MOVE GROW LEARN: Creative Movement 8

14.09 Discriminates textures

TOUCH-AND-MATCH TEXTURES (Teaching Resources)
PROJECT VISION UP: Intellectual development 58ID24-36, 59ID24-36, 65ID36-48

III. Home Duties

15. House Cleaning

15.01 Sweeps with broom

APT: "Dusting, sweeping, mopping," Item 24, pp. 1-2
INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Dusting/mopping/sweeping"

15.02 Use dust pan

NOTE: Check item 15.01

15.03 Empties trash

RADEA: Functional living 75
OUR FIRST FOODS BOOK, pp. 17-18
PORTAGE: Self Help 96

15.04 Makes bed

APT: "Bedmaking," Item 26, pp. 1-2
RADEA: Functional living, 74
INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Making Bed"

15.05 Mops floor

NOTE: Check item 15.01

15.06 Dusts furniture

NOTE: Check item 15.01

15.07 Cleans windows and mirrors

15.08 Cleans walls

15.09 Cleans tub, sink, and toilet

15.10 Changes linens regularly

INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Making and changing bed"

15.11 Waxes floors

INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Buffing floors"

15.12 Uses vacuum cleaner

15.13 Cleans stove and refrigerator

OUR FIRST FOODS BOOK, pp. 19-27
FOOD SERVICE, pp. 113-114

15.14 Can do simple home repairs

16. Clothing Care

16.01 Hangs up clothes

RADEA: Functional living 56

16.02 Puts clothes in drawer

PROJECT VISION UP: 123SH48-60

16.03 Folds clothes

PROJECT MORE: Ironing
RADEA: Functional living 52, 53
APT: "Towel folding," Item 24, p. 1
INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Stacking and folding towel/sheets"

16.04 Cleans and polishes shoes

INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Polishing shoes/boots"
NEW WAYS TO TEACH NEW SKILLS, PART 4: "Polishing shoes/boots"

16.05 Dries clothes

16.06 Washes clothes

GENERAL REFERENCES: The following materials appear to be applicable to 16.05 and 16.06

INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Washing clothes"
CLOTHING CARE SERIES (Interpretive Education)

16.07 Irons clothes

PROJECT MORE: Ironing

16.08 Sews on buttons

PROJECT TELEPAC: "Right and left handed from sewing on buttons"

16.09 Hand washes clothes

INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Sorting clothes"

16.10 Hangs out wash

16.11 Selects water temperature

RADEA: Functional living 72
CLOTHING CARE SERIES (Interpretive Education)
INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Washing clothes"

16.12 Uses bleach

CLOTHING CARE SERIES (Interpretive Education)
INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Washing clothes"

16.13 Mends torn clothes

PROJECT TELEPAC: "Right and left handed from Easy Basic Sewing"

16.14 Knows whether to wash or dry clean

INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Sorting clothes"
CLOTHING CARE SERIES (Interpretive Education)

17. Cooking

17.01 Can clear and wipe table

PROJECT VISION UP: 69SH36
LEARNING STEPS: "Teaching the child to put dishes away," p. 129
RADEA: Functional living 60, 71
PORTAGE: Self Help 72

17.02 Can dry dishes

17.03 Can put dishes away

17.04 Can wash dishes

RADEA: Functional living 73
OUR FIRST FOODS BOOK, p. 7-8

17.05 Can set table

PORTAGE: Self Help 83
PROJECT MORE: Eating
RADEA: Functional living 69
LEARNING STEPS: "Teaching a child to set the table,"
PROJECT VISION UP: 100SH48, 136SH60
OUR FIRST FOODS BOOK, pp. 50-58

17.06 Prepares food requiring no mixing

LEARNING STEPS: "Helping the child to prepare foods," pp. 125-127
RADEA: Functional living 79, 80
PORTAGE: Self Help 95, 98

17.07 Selects proper pans for mode of cooking

17.08 Stores, refrigerates and freezes food
17.09 Can bake food
17.10 Can boil food
17.11 Prepares food requiring mixing
17.12 Can fry food
17.13 Can grill food
17.14 Can broil food
17.15 Can prepare complete meal
17.16 Can saute food

GENERAL REFERENCES: The following materials appear to be applicable to 17.08-17.16
OUR THIRD FOODS BOOK
(Individual preference of available cookbooks)

18. Yard Care

18.01 Sweep sidewalk

NOTE: Check item 15.01

18.02 Shovels snow

18.03 Rakes leaves

18.04 Pulls weeds

18.05 Waters lawn

18.06 Mows lawn

18.07 Trims trees, bushes, etc.

19. Car Maintenance

19.01 Keeps car washed

19.02 Keeps car interior clean

19.03 Keeps car waxed

19.04 Can buy gas

19.05 Keeps tires properly inflated

AUTO MECHANICS - CARE OF WHEELS AND TIRES (United Learning)

19.06 Changes oil regularly

19.07 Keeps car well greased

19.08 Keeps engine in tune

19.09 Replace defective parts

20. Operation of Appliances

20.01 Can operate toaster

FOOD SERVICE, pp. 127-129
PERF. OBJ. FOR PRESCHOOL CHILDREN: Self Care 5-810.00

20.02 Can operate clothes dryer

20.03 Can operate washing machine

NOTE: Check items 16.05 and 16.06

20.04 Can operate iron

20.05 Can operate vacuum cleaner

20.06 Can operate coffee pot

20.07 Can operate electric range

OUR FIRST FOODS BOOK, pp. 28-29

20.08 Can operate garbage disposal

20.09 Can operate mixer

FOOD SERVICE, pp. 116-119

20.10 Can operate gas range

OUR FIRST FOODS BOOK, pp. 23-27

20.11 Can operate coin operated washing machine

INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Washing clothes"
CLOTHING CARE SERIES (Interpretive Education)

20.12 Can operate coin operated clothes dryer

CLOTHING CARE SERIES (Interpretive Education)

20.13 Can operate sewing machine

20.14 Can operate dish washer

IV. Vocational Behavior

21. Work Related Skills

21.01 Knows who is his boss

INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Following supervisor's instructions"
JOB ATTITUDES (Opportunities for Learning, Inc.)
YOU AND YOUR SUPERVISOR (SVE)

21.02 Can use rest room

21.03 Works alone or with others

21.04 Will ask boss for help with problem

21.05 Understands and follows instructions

PROJECT TELEPAC: Following Spoken Directions
INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Following complex instructions," "Following supervisor's instructions"

21.06 Gets to work on time

INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Improving punctuality"
GETTING TO WORK (Hopewell Books, Inc.)
FINDING AND GETTING A JOB: Your First Months On the Job (SVE)
GOOD WORK HABITS (Mafex Associates, Inc.)

21.07 Stays at work for required period

21.08 Will continue work without supervision

INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Attending to and completing a task"

21.09 Responds well to criticism

HOW SHOULD I ACT AT WORK (Hopewell Books, Inc.)

21.10 Can use lunch facilities

21.11 Responds appropriately to boss

JOB SURVIVAL SKILLS: You and Your Supervisor (SVE)

21.12 Starts work without prompting

INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Increasing productivity"

21.13 Responds appropriately to fellow workers

JOB SURVIVAL SKILLS: You and Your Co-Workers (SVE)

21.14 Is as productive as non-handicapped

COLLECTION OF PAPERS AND PROGRAMS RELATED TO PUBLIC SCHOOL SERVICES FOR SEVERELY HANDICAPPED STUDENTS, VOLUME IV: "Vocational adjustment"
DEVELOPMENT AND IMPLEMENTATION OF A PUBLIC SCHOOL PREVOCATIONAL TRAINING PROGRAM FOR TRAINABLE RETARDED AND SEVERELY EMOTIONALLY DISTURBED CHILDREN: "Vocational adjustment"
MADISON'S ALTERNATIVE FOR ZERO EXCLUSION: A BOOK OF READINGS, VOLUME V: "Vocational adjustment"
TRAINABLE CHILDREN: CURRICULUM AND PROCEDURES: "Vocational/social adjustment"

21.15 Operates a time clock

21.16 Handles tools safely

WORK RULES (Hopewell Books, Inc.)
SHOP SAFETY (Interpretive Education)
HAND TOOL SAFETY (Abraxas Films)

21.17 Can respond to job interview

FINDING A JOB SERIES: Job Interview (Interpretive Education)
JOB SURVIVAL SKILLS: Interview (SVE)
FINDING AND GETTING A JOB: The Job Interview (SVE)

21.18 Will request more work when appropriate

21.19 Takes good care of tools

21.20 Responds appropriately to customers

21.21 Can complete job application

JOB SURVIVAL SKILLS: Application (SVE)
APPLICATIONS AND FORMS SERIES (Interpretive Education)

21.22 Files income tax

TAXES (Hopewell Books, Inc.)
INCOME TAX SERIES (Interpretive Education)
GUIDE TO THE COMMUNITY, VOLUME II (Elwyn Institute)

22. Job Skills

22.01 Can do sorting jobs

RADEA: Functional living 14
PROJECT VISION UP: Intellectual Development 92ID48-60, 93ID48-60, 94ID48-72
INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Sorting clothes"

22.02 Can do folding jobs

APT: "Towel folding," Item 24, p. 1
INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Stacking and folding towels/sheets"
RADEA: Functional living 52, 53 (Folding clothing)

22.03 Can do stacking jobs

INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Stacking and folding towel/sheets"

22.04 Can do janitorial work

A BUSINESS OF YOUR OWN: Janitorial Service (Mafex Associates, Inc.)

22.05 Can do yard work

22.06 Can do packing jobs

22.07 Can do stapling jobs

22.08 Can do tying jobs

22.09 Can assemble by screwing parts

WOODWORKING - HAND TOOLS A: Screwdrivers and Screws (United Learning)

22.10 Can do inserting and sealing jobs

22.11 Can use hammer and nails

WOODWORKING - HAND TOOLS B: Nails and Hammer (United Learning)

22.12 Can paint with brush or roller

PAINTING AND DECORATING (United Learning)

22.13 Can use saw

WOODWORKING - HAND TOOLS B: Hand Saws and How to Use Them (United Learning)

22.14 Can operate machinery

SHOP SAFETY (Opportunities for Learning, Inc.)
POWER EQUIPMENT SAFETY (Abraxas Films)

22.15 Can use commercial dishwasher

DISHWASHING BY HAND AND BY MACHINE

V. Economic Behavior

23. Shopping

23.01 Buys toilet items

23.02 Knows food prices

23.03 Buys groceries

USING ARITHMETIC WHEN SHOPPING FOR GROCERIES (Interpretive Education)
SUPERMARKET - ARITHMETIC WORKTEXT (Fern Tripp)

23.04 Knows clothing sizes

23.05 Buys own clothes

CONSUMER EDUCATION (Interpretive Education)

23.06 Buys varied foods

23.07 Resists "high pressure" sales

CONSUMER EDUCATION (Interpretive Education)
BUYER BEWARE (Ideal School Supply Co.)

23.08 Buys through catalog

23.09 Buys seasonal foods

24. Money Handling

24.01 Knows equivalents

MOVING UP IN MONEY (DLM)
MONEY HANDLING (Interpretive Education)
BASIC SKILLS SERIES (Interpretive Education)

24.02 Counts change

BUY AND SELL (DLM)
SHOPPING LISTS GAME I AND II (DLM)
CHANGE MAKER (Opportunities for Learning, Inc.)

24.03 Knows about sales tax

MATHEMATICS FOR EMPLOYMENT (Opportunities for Learning, Inc.)
MATHEMATICS FOR THE WORKER (Opportunities for Learning, Inc.)
MATHEMATICS FOR EVERYDAY LIVING (Opportunities for Learning, Inc.)

24.04 Plans spending for specific purposes

MONEY MANAGEMENT (Opportunities for Learning, Inc.)

24.05 Can make bank deposits

ABOUT BANKING

24.06 Budgets money

GUIDE TO THE COMMUNITY, VOLUME I (Elwyn Institute)
THE BUDGET
BUDGETING SERIES (Interpretive Education)
LEARNING ABOUT MONEY (United Learning)
GETTING YOUR MONEY'S WORTH: BUYING WISELY (SVE)
GETTING READY FOR PAY DAY: PLANNING AHEAD (Frank E. Richards Publishing Co.)

24.07 Can open savings account
24.08 Can cash checks
24.09 Can make savings withdrawals

GENERAL REFERENCES: The following materials appear to be applicable to 24.07-24.09
GETTING READY FOR PAY DAY: SAVINGS ACCOUNTS AND CHECKING ACCOUNTS (Frank E. Richards Publishing Co.)
BANKING SERIES (Interpretive Education)
ABOUT BANKING
TARGET VOCATIONAL MATH (Opportunities for Learning, Inc.)

24.10 Pays bills when due

BILLS - HOW AND WHY WE HAVE TO PAY THEM (Interpretive Education)

24.11 Can write checks

BANKING SERIES: FILLING OUT AND USING CHECKS (Interpretive Education)
ABOUT BANKING
MATHEMATICS FOR EVERYDAY LIVING (Opportunities for Learning, Inc.)

24.12 Can open checking account

GETTING READY FOR PAY DAY: CHECKING ACCOUNTS (Frank E. Richards Publishing Co.)
MATHEMATICS FOR CITIZENSHIP (Opportunities for Learning, Inc.)

24.13 Can balance check book

USEFUL ARITHMETIC (Frank E. Richards Publishing Co.)
MATHEMATICS FOR EVERYDAY LIVING (Opportunities for Learning, Inc.)

25. Use of Credit

25.01 Doesn't overuse credit

WHY YOU NEED CONSUMER KNOW-HOW (SVE)
CREDIT BUYING SERIES (Interpretive Education)
APPLYING FOR CREDIT (Interpretive Education)
ABOUT BUYING ON CREDIT (Interpretive Education)

25.02 Can buy with credit card

CREDIT BUYING SERIES (Interpretive Education)
ABOUT BUYING ON CREDIT

25.03 Can open charge account

CREDIT BUYING SERIES (Interpretive Education)
APPLYING FOR CREDIT (Interpretive Education)
ABOUT BUYING ON CREDIT

25.04 Understands finance charge

MATHEMATICS FOR ADULT LIVING (Opportunities for Learning, Inc.)
CREDIT BUYING SERIES (Interpretive Education)
INSTALLMENT BUYING
ABOUT BUYING ON CREDIT

VI. Independent Travel

26. Transportation

26.01 Can walk safely to destination

PROJECT VISION UP: 173SH72
PORTAGE: Self Help 88, 93, 99

26.02 Can ride bike safely to destination

26.03 Can ride bus

INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Use of public bus."

26.04 Can ride taxi

26.05 Can ride train

TRANSPORTATION: HOW TO SELECT TRANSPORTATION (Interpretive Education)

26.06 Can ride plane

AIR TRAVEL TODAY (SVE)

26.07 Can ride subway

26.08 Can drive car

GUIDE TO THE COMMUNITY, VOL. III (Elwyn Institute)

27. Travel Skills

27.01 Understands directionality (right-left, up-down)

FROSTIG PROGRAM FOR THE DEVELOPMENT OF VISUAL PERCEPTION (Follett Publishing Co.)

27.02 Recognizes policeman as source of help

27.03 Can read addresses

27.04 Responds to traffic lights and signs

INTERNATIONAL TRAFFIC SIGNS (Interpretive Education)
KNOW YOUR SIGNS - BE A BETTER DRIVER, BOOK I (Frank E. Richards Publishing Co.)
KNOW YOUR SIGNS - BE A BETTER DRIVER - BOOK II, DRIVING INTERSTATE AND SUPERHIGHWAYS (Frank E. Richards Publishing Co.)

27.05 Can find and use public toilet

27.06 Can read common signs

STOP AND GO SERIES (Interpretive Education)
INTERNATIONAL SIGNS AND SYMBOLS (DLM)

27.07 Knows location of local landmarks

27.08 Can ask for and follow directions

27.09 Knows North, South, East, West

27.10 Can read maps (city, road, bus)

HOW TO READ A MAP (Interpretive Education)
HOW TO READ A MAP (Opportunities for Learning, Inc.)

27.11 Can read bus, train, plane schedule

HOW TO READ SCHEDULES (Interpretive Education)

VII. Numerical Skills

28. Arithmetic Skills

28.01 Counts to 100 by 1's

MOVING UP IN NUMBERS (DLM)
ORDINAL/CARDINAL PUZZLES (DLM)
REMEDIAL ARITHMETIC 1A (Opportunities for Learning, Inc.)

28.02 Counts to 100 by 10's

REMEDIAL ARITHMETIC 1A (Opportunities for Learning, Inc.)
IMPERIAL PRIMARY MATH PROGRAM, Lesson 31 (Tarmac, Inc.)

28.03 Can write numbers to 100

REMEDIAL ARITHMETIC 1A (Opportunities for Learning, Inc.)
EARLY MATH, Set 1 (Ideal School Supply Company)
GOAL MATHEMATICS CONCEPTS: NUMERALS, 8-14 (Milton Bradley Co.)
IMPERIAL PRIMARY MATH PROGRAM, Lesson 11 (Tarmac, Inc.)
ACOUSTIFONE ALL ABOUT 10's, Lessons 2-9 (Tarmac, Inc.)

28.04 Can read numbers to 100

IMPERIAL PRIMARY MATH PROGRAM, Lesson 11, 30

28.05 Counts to 100 by 5's

USING MODERN MATHEMATICS - GROUP 2, SETS BY 2's, 3's, 4's, and 5's (SVE)
IMPERIAL PRIMARY MATH PROGRAM, Lesson 31 (Tarmac, Inc.)

28.06 Can add without carrying

ADDITION: TWO DIGIT (SVE) Filmstrip
MOVING UP IN NUMBERS (DLM)
MATHFACTS GAMES - ADDITION/SUBTRACTION - Levels 1-5 (Milton Bradley)
SITUATIONAL MATH, LEVEL ONE - LAB 1 (United Learning)
GOAL MATHEMATICS CONCEPTS: ADDITION AND SUBTRACTION (Milton Bradley)
SKILL - DRILL MATH: SET 1, Lessons 1, 2, 9 (Tarmac, Inc.)

28.07 Can subtract without borrowing

SUBTRACTION: TWO DIGIT (SVE) Filmstrip
MOVING UP IN NUMBERS (DLM)
MATHFACTS GAMES - ADDITION/SUBTRACTION - Levels 1-5 (Milton Bradley)
SITUATIONAL MATH, LEVEL ONE - Lab 1 (United Learning)
GOAL MATHEMATICS CONCEPTS: ADDITION AND SUBTRACTION (Milton Bradley)
SKILL-DRILL MATH: SET 1, Lessons 3, 4, 11 (Tarmac, Inc.)

28.08 Understands greater, less, equal

KENNER PRIMARY KIT: OPERATIONS AND RELATIONS, PART 1 (United Learning)
IMPERIAL PRIMARY MATH PROGRAM, LESSONS 17, 18 (Tarmac, Inc.)
ACOUSTIFONE ALL ABOUT 10's, Lessons 2, 4 (Tarmac, Inc.)
DEVELOPMENT OF NUMBER READINESS, UNIT 3 (Milton Bradley)

28.09 Understands ordinal numbers (first, second, third)

USING MODERN MATHEMATICS - Group 1-1 (SVE)
PROJECT MATH, LEVEL ONE - N140-144 (Educational Progress Corp.)
ORDINAL/CARDINAL PUZZLES (DLM)
GOAL MATHEMATICS CONCEPTS: WHOLE NUMBERS AND RATIONALE COUNTING 11 (Milton Bradley)
IMPERIAL PRIMARY MATH PROGRAM, Lesson 39 (Tarmac, Inc.)

28.10 Can read number words to 100

PROJECT MATH, LEVEL ONE - N326-328 (Educational Progress Corp.)
IMPERIAL PRIMARY MATH PROGRAM, LESSON 11 (Tarmac, Inc.)
ACOUSTIFONE ALL ABOUT 10's, Lessons 1-5, 8, 9 (Tarmac, Inc.)

28.11 Can add with carrying

ADDITION: REGROUPING ONES (SVE) Filmstrip
ADDITION: REGROUPING TENS
MOVING UP IN NUMBERS (DLM)
SITUATIONAL MATH, LEVEL ONE - LAB 11 (United Learning)
SKILL-DRILL MATH: SET 1, Lesson 10 (Tarmac, Inc.)

28.12 Counts to 100 by 2's

IMPERIAL PRIMARY MATH PROGRAM, Lesson 31 (Tarmac, Inc.)

28.13 Can write number words to 100

PROJECT MATH, LEVEL ONE-N326-328 (Educational Progress Corp.)
IMPERIAL PRIMARY MATH PROGRAM, Lesson 11 (Tarmac, Inc.)

28.14 Can substract with borrowing

SUBTRACTION: REGROUPING TENS (SVE) Filmstrip
SUBTRACTION: 2-DIGIT FROM 3-DIGIT (SVE)
MOVING UP IN NUMBERS (DLM)
SITUATIONAL MATH, LEVEL ONE, Lab II (United Learning)
SKILL-DRILL MATH: SET 1, Lesson 12 (Tarmac, Inc.)

28.15 Can multiply

MULTIPLICATION LEARNING MODULE (SVE)
MOVING UP IN NUMBERS (DLM)
MATHFACTS GAMES-MULTIPLICATION/DIVISION-Levels 1-5 (Milton Bradley)
SKILL-DRILL MATH: SET 1, Lessons 13, 14 (Tarmac, Inc.)

28.16 Can divide

DIVISION LEARNING MODULE (SVE)
MOVING UP IN NUMBERS (DLM)
MATHFACTS GAMES-MULTIPLICATION/DIVISION-Levels 1-5 (Milton Bradley)
SKILL-DRILL MATH: SET 1, Lessons 15, 16 (Tarmac, Inc.)

28.17 Counts backward from 100

(NOTE: Many math programs are available which would remediate the above skills; only a few samples are listed.)

29. Time

29.01 Knows days of week

PROJECT VISION-UP: INTELLECTUAL DEVELOPMENT 102ID 48-72
TELLING TIME: HOW TO READ A CLOCK (Interpretive Education)
LEARNING STEPS: "Discrimination, Time," pp. 122-123. (California State Department of Education)
PORTAGE: Cognitive, 69, 102, 104; Language 91, 98 (The Portage Project)
LEARNING STAIRCASE: MODULE-TIME, Task 6
IMPERIAL PRIMARY MATH PROGRAM, Lesson 12 (Tarmac, Inc.)

29.02 Knows dates of month

TODAY'S DATE BOX (Developmental Learning Materials)
PROJECT VISION UP: Intellectual Development 133ID60-72
TELLING TIME: HOW TO READ A CLOCK (Interpretive Education)

29.03 Can read a calendar

DATE WHEEL, TODAY'S DATE BOX (Developmental Learning Materials)
CALENDAR CHART (Ideal School Supply Company)

29.04 Knows seasons

MOVING UP IN TIME (Developmental Learning Materials)
SEASONS FLANNEL AID (Milton Bradley)

29.05 Knows holidays

MOVING UP IN TIME (Developmental Learning Materials)
LEARNING STAIRCASE: MODULE-TIME, Task 5
PROJECT VISION-UP: Intellectual Development 103ID48-72

29.06 Can tell time

MOVING UP IN TIME, CLOCK PUZZLES AND LAMINATED TEACHING CLOCKS (Developmental Learning Materials)
GOAL MATHEMATICS CONCEPTS: Measurement 27-33 (Milton Bradley)
BASIC SKILLS: TELLING TIME (Opportunities for Learning, Inc.)
REMEDIAL ARITHMETIC 1B (Opportunities for Learning, Inc.)
TIME SEQUENCE I and II (Opportunities for Learning, Inc.)

29.07 Schedules events by time

TIME TRACKS (Developmental Learning Materials)
MOVING UP IN TIME (Developmental Learning Materials)
RADEA: Oral Language 108, Level 4

VIII. Communication Skills

30. Receptive Language

30.01 Can select an object if named

GOAL: LANGUAGE DEVELOPMENT (Milton Bradley)
PORTAGE: Language
PROJECT MEMPHIS: "Identification of Objects", pp. 66-67; "Labeling of Objects", pp. 67-68; "Identification of Objects by Use", pp. 69, 99; "Reception Language", p. 99.

30.02 Follow simple instructions

GOAL LANGUAGE DEVELOPMENT (Milton Bradley)
PROJECT TELEPAC: Following Spoken Directions
INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Following simple and complex instructions"
LEARNING STAIRCASE: Level 1

30.03 Listens when others speak

PROJECT VISION UP: Language Development 58LD24-72, 59LD24-72
"Listening with Mr. Bunny Big Ears" (Educational Activities, Inc.)
DEVELOPING THE LISTENING SKILLS-AUDITORY TRAINING PROGRAM (Educational Activities, Inc.)

30.04 Follows ordinal instructions

LEARNING STAIRCASE: Level 2, Task 2, 3; Level 3, Task 1, 2
A PROGRAM FOR TEACHING THE RETENTION OF IMPORTANT ORAL PHRASES AND NUMBERS (Developmental Learning Materials)
READING-LISTENING COMPREHENSION SKILLS (Educational Activities, Inc.)

30.05 Follow numerical instructions

PORTAGE: Language 71

30.06 Follows conditional instructions

LEARNING STAIRCASE: Level 3, Task 3

31. Expressive Language

31.01 Speaks in phrases

LEARNING STAIRCASE: Module and Verbal Expression, Task 1 (Learning Concepts, Inc.)
PROJECT VISION UP: Language Development 83LD36-48
SPEAK FOR YOURSELF-EARLY LANGUAGE DEVELOPMENT (Educational Activities, Inc.)

31.02 Asks questions

31.03 Uses nouns in speech

CREATURE FEATURES: VOCABULARY DEVELOPMENT (Educational Activities, Inc.)
TOUCHING THE BASICS IN ENGLISH: NOUNS (Educational Activities, Inc.)

31.04 Uses verbs in speech

PROJECT VISION UP: Language Development 89LD36-48; 90LD36-48; 91LD36-48
LEARNING STAIRCASE: Module-Verbal Expression, Task 3, 10
TOUCHING THE BASICS IN ENGLISH: VERBS (Educational Activities, Inc.)

31.05 Pitch of voice is appropriate

31.06 Speaks in sentences

LEARNING STAIRCASE: Module-Verbal Expression, Task 7
TOUCHING THE BASICS IN ENGLISH: RECOGNIZING SENTENCES (Educational Activities, Inc.)

31.07 Voice quality (larynx - pharynx) is appropriate

31.08 Resonance (oral passage-nasal) is appropriate

31.09 Imitates new words

31.10 Rate and rhythm of speech is appropriate

31.11 Intensity of speech is appropriate

31.12 Describes situations and events

PROJECT VISION UP: Language Development 102LD36-48
IDEAS, THOUGHTS, AND FEELINGS (Educational Activities, Inc.)

31.13 Will say he doesn't understand if he doesn't

31.14 Articulates well

PROJECT VISION UP: Language Development, Articulation Section
THE MAGIC OF SPEECH (Southwestern Bell Telephone Company-School Consultant)

31.15 Uses pronouns in speech

LEARNING STAIRCASE: Vocabulary Development (Educational Activities, Inc.)
CREATURE FEATURES: VOCABULARY DEVELOPMENT (Educational Activities, Inc.)
TOUCHING THE BASICS IN ENGLISH: PRONOUNS (Educational Activities, Inc.)

31.16 Uses prepositions in speech

LEARNING STAIRCASE: Module-Verbal Expression, Task 13
TOUCHING THE BASICS IN ENGLISH: ADJECTIVES, ADVERBS (Educational Activities, Inc.)

32. Reading

32.01 Can get information from pictures and packages

SIGNS - FOOD, STREET, STORE, MIXED (Educational Activities, Inc.)

32.02 Knows alphabet

ENGLISH THAT WE NEED (Frank E. Richards Pub. Co, Inc.)
READY-GO ALPHABET (Educational Activities, Inc.)

32.03 Recognize safety words

ROAD SIGNS (Fern Tripp)
READING FOR SAFETY: COMMON SIGNS OF COMMUNITY SERVICE AND SAFETY, Pkg. I and II (Wasp)
PROJECT TELEPAC: Survival Words

32.04 Recognizes functional words

A PROGRAM FOR TEACHING THE UNDERSTANDING OF FUNCTIONAL WORDS AND PHRASES (Developmental Learning Materials)
A PROGRAM FOR TEACHING THE RECOGNITION OF FUNCTIONAL WORDS (Developmental Learning Materials)
FUNCTIONAL SIGNS AND FUNCTIONAL SIGN MATCH-UPS (Developmental Learning Materials)
EDMARK READING PROGRAM
LEARNING FUNCTIONAL WORDS AND PHRASES FOR EVERYDAY LIVING (Frank E. Richards Pub. Co., Inc.)

32.05 Remembers what he reads

EDMARK READING PROGRAM
DEVELOPING COMPREHENSION IN READING - Grade 3 level (Educational Activities, Inc.)

32.06 Can read books

GOOD LITERATURE FOR SLOW READERS (Frank E. Richards Pub. Co., Inc.)

32.07 Can alphabetize

USING THE TELEPHONE BOOK (Interpretive Education)
USING THE DICTIONARY (Interpretive Education)

32.08 Can read packages

MEETING BASIC COMPETENCIES IN READING (Frank E. Richards Pub. Co., Inc.)

32.09 Breaks down words phonetically

SULLIVAN PROGRAMMED READING
GOLDMAN-LYNCH SOUNDS AND SYMBOLS DEVELOPMENT KIT (American Guidance Services, Inc.)
EARLY READING RECOGNITION SKILLS (Educational Activities, Inc.)
AUTO PHONICS (Educational Activities, Inc.)

32.10 Can read newspapers

HOW TO READ THE CLASSIFIED ADS IN THE NEWSPAPER (Interpretive Education)
THE NEWSPAPER IN AMERICA: READING DAILY NEWSPAPERS AND WEEKLIES AND OTHER PUBLICATIONS (Society for Visual Education)
HOW TO READ A NEWSPAPER, Books A, B, C (Dreier Educational Systems)
NEWSLAB I and II (Science Research Associates, Inc.)
NEWSPAPER READING (Gary Lawson)

33. Writing

33.01 Can copy (vertical, horizontal, diagonal, circular)

PROJECT MEMPHIS: "Drawing and pencil control", pp. 65-66.
PORTAGE: Cognitive 28, 29, 30, 33, 53, 54, 58, 62, 67, 91, 100
RADEA: Visual Perception 83, 101, 102; Perceptual Motor 72

33.02 Can trace (vertical, horizontal, diagonal, circular)

TRACING PAPER DESIGNS (Developmental Learning Materials)
RADEA: Visual Perception 80, 81, 82, 85, 99

33.03 Can trace letters

PORTAGE: Cognitive 91
PERFORMANCE OBJECTIVES FOR PRE-SCHOOL CHILDREN: Fine Motor 5-902.00
TRACING PAPER DESIGNS (Developmental Learning Materials)
ALPHABET TEMPLATE (Developmental Learning Materials)

33.04 Can spell name

LEARNING STAIRCASE: Module-Fine Motor, Level 3, Task 15
PROJECT TELEPAC: Written Name, Address and Phone Number, Programmed Spelling

33.05 Can copy letters

LEARNING STAIRCASE: Module-Fine Motor, Level 3, Task 10, 13
LEARNING ABOUT HANDWRITING - MANUSCRIPT AND LEARNING ABOUT WRITING - CURSIVE (Frank E. Richards Pub. Co., Inc.)
INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Printing alphabet and simple sentences, pencil use, tracing".
PORTAGE: Motor 112, 117, 137

33.06 Can spell common words

MOST USED WORDS FOR SPELLING, BOOKS I-IV (Fern Tripp)
SPACE AGE SPELLING (United Learning)
DEMON SPELLING WORDS - Grades 2-8 (Educational Activities, Inc.)

33.07 Can print or write notes and messages

WRITTEN LANGUAGE CARDS - AFFECTIVE (Developmental Learning Materials)

33.08 Can write letters

ENGLISH FOR EVERYDAY LIVING (Ideal School Supply Co.)
ENGLISH THAT WE NEED (Frank E. Richards Pub. Co., Inc.)

33.09 Use dictionary for spelling

DICTIONARY SKILLS (Ideal School Supply Co.)

34. Use of telephone

34.01 Answers telephone

PORTAGE: Socialization, 58 and Language 88
HOW TO USE THE TELEPHONE (Instructo, distributed by Southwestern Bell Telephone Company - School Consultant)
WE LEARN ABOUT THE TELEPHONE (Film: Southwestern Bell Telephone Company - School Consultant)

34.02 Can dial number

PROJECT TELEPAC: Emergency Telephone Skills
SPEAKING OVER BARRIERS (Southwestern Bell Telephone Company - School Consultant)

34.02 Can dial number (Continued)

HOW TO USE THE TELEPHONE (Instructo, distributed by Southwestern Bell Telephone Company - School Consultant)

34.03 Takes messages

34.04 Can place call from private phone

TELEZONIA - COMMUNICATING BY TELEPHONE, Unit 1 (Southwestern Bell Telephone Company - School Consultant)

34.05 Can obtain number from operator

34.06 Can find number in alphabetical list

USING THE TELEPHONE BOOK (Interpretive Education)
TELEZONIA - COMMUNICATING BY TELEPHONE, Unit 3 (Southwestern Bell Telephone Company - School Consultant)

34.07 Can place call from pay phone

34.08 Can find emergency numbers

TELEZONIA - COMMUNICATIING BY TELEPHONE, Unit 2 (Southwestern Bell Telephone Company - School Consultant)

34.09 Can find number in yellow pages

USING THE TELEPHONE BOOK (Interpretive Education)
TELEZONIA - COMMUNICATING BY TELEPHONE, Unit 3 (Southwestern Bell Telephone Company - School Consultant)

34.10 Can use "push button" dial

HOW TO USE THE TELEPHONE (Instructo, distributed by Southwestern Bell Telephone Company - School Consultant)

34.11 Can place long distance call - operator assisted

34.12 Can place long distance call - collect

34.13 Can place long distance call - direct dial

MUCH ADO ABOUT DDD AND ONE-FROG BANDS (Film: Southwestern Bell Telephone Company - School Consultant

IX. Social Behaviors

35. Spectator Activities

35.01 Watches TV

35.02 Listens to radio

35.03 Plays records or tapes

35.04 Goes to athletic events

35.05 Goes to movies, plays, concerts

35.06 Reads magazines and newspapers

36. Participation

36.01 Will join in on-going activities

36.02 Initiates own leisure time activities

RECREATION AND LEISURE TIME SERIES:
Outdoor Activities, Indoor Activities, Inexpensive Things to Do, Recreational Awareness, What Can I Do? (Interpretive Education)

36.03 Does arts and crafts

36.04 Plays cards

PHONICS WE USE LEARNING GAMES KIT: OLD ITCH (Lyons and Carnahan)

36.05 Plays table games

36.06 Dances

ADVANCED ERCAPEP: TRADITIONAL DANCE, MODERN DANCE (Bell and Howell)
BASIC CONCEPTS THROUGH DANCE (Educational Activities, Inc.)
WAKE UP: CALM DOWN THROUGH RHYTHM AND DANCE (Educational Activities, Inc.)
SIMPLIFIED FOLK DANCE FAVORITES (Educational Activities, Inc.)

36.07 Wins and loses gracefully

CAN YOU IMAGINE (Learning Tree Filmstrips)

36.08 Plays board games

PACEMAKER GAMES PROGRAM (Fearon Publishers)

36.09 Swims

ADVANCED ERCAPEP: SWIMMING (Bell and Howell)
I CAN: AQUATICS (Hubbard)

36.10 Plays team sports

ADVANCED ERCAPEP: TEAM SPORTS (Bell and Howell)

36.11 Plays word games

DOLCH PLAY-WAY LEARNING GAMES (Garrard Pub. Co.)
PHONICS WE USE LEARNING GAMES KIT (Lyons and Carnahan)
SPELLING LEARNING GAMES KIT (Lyons and Carnahan)

36.12 Sews

PROJECT TELEPAC: "Right and left handed from Easy Basic Sewing"; "Right and left handed from Seam Stitching"; "Right and left handed from Sewing on Buttons"
SO SEW STITCH KIT (Milo Products Corp.)

36.13 Goes camping

36.14 Jogs

36.15 Bowls

ADVANCED ERCAPEP: Bowling (Bell and Howell)

36.16 Plays musical instrument

36.17 Gymnastics

ADVANCED ERCAPEP: BOWLING (Bell and Howell)
STUNTS AND TUMBLING FOR ELEMENTARY SCHOOL CHILDREN (Educational Activities, Inc.)

36.18 Gardens

36.19 Plays tennis

ADVANCED ERCAPEP: TENNIS (Bell and Howell)

36.20 Plays golf

ADVANCED ERCAPEP: GOLF (Bell and Howell)

37. Interaction with Others

37.01 Expresses emotion

PORTAGE: Socialization 2, 5, 6, 23
GET IN TOUCH WITH YOUR EMOTIONS (Educational Activities, Inc.)
DEVELOPING UNDERSTANDING OF SELF AND OTHERS - DUSO (American Guidance Service, Inc.)
TOWARD AFFECTIVE DEVELOPMENT - TAD (American Guidance Service, Inc.)
UNDERSTANDING YOUR FEELINGS (Learning Tree Filmstrips)

37.02 Uses hello - goodbye appropriately

PORTAGE: Socialization 54

37.03 Looks at person while speaking

ALL ABOUT MANNERS (Interpretive Education)

37.04 Maintains appropriate social distance

SOCIAL PERCEPTUAL TRAINING KIT FOR COMMUNITY LIVING FOR TRAINABLE, EDUCABLE AND MODIFIED RETARDATES (Educational Activities, Inc.)

37.05 Engages in conversation

PROJECT VISION UP: Self Help, 64SH30-60
INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: "Using polite phrases."

37.06 Apologizes appropriately

37.07 Waits while others speak

MANNERS (Frank E. Richards Pub. Co., Inc.)

37.08 Introduces self to others

37.09 Dates

BEGINNING TO DATE (Guidance Associates)
DATING PROBLEMS OF YOUNG TEENS (Society for Visual Education)

X. Responsibility

38. Social Responsibility

38.01 Follows smoking rules

38.02 Understands and respects "private property"

BEGINNING RESPONSIBILITY

38.03 Knows and follows the law

YOU AND THE LAW: LAW AND ENFORCEMENT, THE LAW IN ACTION (Society for Visual Education)
YOU AND THE LAW (Opportunities for Learning, Inc.)
KNOW YOUR LEGAL RIGHTS (Mafex Associates, Inc. Publishers)
RIGHTS AND DUTIES OF CITIZENS: Books 1-3 (Frank E. Richards Pub. Co., Inc.)
TO BE A GOOD AMERICAN SERIES (Fearon)
UNDERSTANDING LAW (Educational Activities, Inc.)
RULES WE LIVE BY (Educational Activities, Inc.)

38.04 Registers for draft (males only)

38.05 Registers to vote

38.06 Follows voting procedures

HOW TO USE A VOTING MACHINE (Interpretive Education)

38.07 Gets drivers license

DRIVER'S EDUCATION (Interpretive Education)
I WANT A DRIVER'S LICENSE (Fern Tripp)
GETTING READY TO DRIVE (Frank E. Richards Pub. Co., Inc.)
KNOW YOUR SIGNS - BE A BETTER DRIVER, Book I (Frank E. Richards Pub. Co., Inc.)
KNOW YOUR SIGNS - BE A BETTER DRIVER, Book II, Driving Interstate and Superhighways (Frank E. Richards Pub. Co., Inc.)
WATCH YOUR DRIVING LANGUAGE (Mafex Associates, Inc. Publishers)
ESSENTIALS OF DRIVER EDUCATION (Mafex Associates, Inc. Publishers)

38.08 Gets car license plates

39. Response to Emergencies

39.01 Can clean up debris of small accident

39.02 Can call police

39.03 Can call fire department

PROJECT TELEPAC: Emergency Telephone Skills, Lesson 1

39.04 Can activate fire alarm

39.05 Can call doctor

39.06 Can use fire extinguisher

39.07 Can perform first aid on others

40. Security

40.01 Can identify own belongings

40.02 Returns borrowed items

40.03 Can use lock and key

PERFORMANCE OBJECTIVES FOR PRESCHOOL CHILDREN, SC5-837.00

40.04 Keeps record of loaned items

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APT (Assessment Program Team): A Training Program for Citizens with Severely or Profoundly Retarded Behavior. James F. Brody and Robert Smilovitz, eds. Spring City, Pennsylvania: Pennhurst State School, 1974. $10.00.

Beginning with the Handicapped. V. Hart. Springfield, Illinois: Charles C. Thomas, 1974. $6.95.

The Budget. James P. Lennox, dev. New Brunswick, New Jersey: Vocational-Technical Curriculum Laboratory, 1974. $.75.

A Collection of Papers and Programs Related to Public School Service for Severely Handicapped Students, Volume IV. Madison, Wisconsin: Badger School, 1974. $8.00.

The Development and Implementation of a Public School Prevocational Program for Trainable Retarded and Severely Emotionally Disturbed Children: Progress Report, Part I. Madison, Wisconsin: Badger School, 1971. $8.00.

Dishwashing by Hand and By Machine. Carol Troutman, dev. New Brunswick, New Jersey: Vocational-Technical Curriculum Laboratory, 1974. $1.50.

Eating With a Spoon: How to Teach Your Multihandicapped Child, Revised. Mary Bowman, et al. Columbus, Ohio: Ohio State University Press, 1976. $3.50.

Food Services. Barbara K. Furneisen, dev. New Brunswick, New Jersey: Vocational-Technical Curriculum Laboratory, 1974. $3.00.

I Can: Fundamental Skills $120.00
Body Management $ 95.00
Health/Fitness $110.00
Aquatics $105.00
Janet A. Wessel, et al. Northbrook, Illinois: Hubbard, 1976.

Illinois Program of Systematic Instruction for Retarded Children. Danville, Illinois: Interstate Printers and Publishers, 1972.

Installment Buying. Hollis W. Wyks, dev. New Brunswick, New Jersey: Vocational-Technical Curriculum Laboratory, 1972. $.75.

Instructional Programming for the Handicapped Student. Daniel R. Anderson, et al. Springfield, Illinois: Charles C. Thomas, 1975. $16.18.

Isn't It Time He Out-Grew This? Or A Training Program for Parents of Retarded Children. Victor L. Baldwin and H. D. Fredericks. Springfield, Illinois: Charles C. Thomas, 1973. $8.06.

Learning Staircase. Lila Coughran and Marilyn Goff. Austin, Texas: Learning Concepts, 1976. $99.95.

Learning Steps: A Handbook for Persons Working with Deaf-Blind Children in Residential Settings. California State Department of Education. Sacramento, California: Department of Education, 1976.

Madison's Alternative for Zero Exclusion: A Book of Readings, Volume V. Lou Brown, et al. Madison, Wisconsin: Madison Public Schools, 1975. $8.00.

Managing Behavior: New Ways to Teach New Skills, Part 4, A Manual for Teachers, Parents, and Trainers of the Retarded. Marion C. Panyan. Bellevue, Washington: Edmark Associates, Inc., 1972. $3.75.

A Manual for Parents and Teachers of Severely and Moderately Retarded Children. Nashville, Tennessee: George Peabody College.

Move-Grow-Learn. Marianne Frostig. Chicago, Illinois: Follett Educational Corporation. $11.58.

Our First Foods Book. Mary Margaret Pieslak, dev. New Brunswick, New Jersey: Vocational-Technical Curriculum Laboratory, 1976. $2.50.

Our Second Foods Book. Mary Margaret Pieslak, dev. New Brunswick, New Jersey: Vocational-Technical Curriculum Laboratory, 1977. $2.50.

Our Third Foods Book. Mary Margaret Pieslak, dev. New Brunswick, New Jersey: Vocational-Technical Curriculum Laboratory, 1975. $3.50.

Performance Objectives for Pre-School Children. Gene J. Schirmer, ed. Sioux Falls, South Dakota: ADAPT Press, Inc., 1974. $84.90.

Portage Guide to Early Education, Revised. Susan M. Bluma. Portage, Wisconsin: Cooperative Educational Service Agency 12, 1976. $32.00.

Project MEMPHIS (Memphis Educational Model Providing Handicapped Infant Services). Alton D. Quick, et al. Belmont, California: Lear/Siegler, Inc./Fearon Publishers, 1974. $4.00.

Project MORE: Eating, 1974. $11.00
Hair Washing, 1975. $5.00
Complexion Care, 1975. $6.00.
Use of Deodorant, 1975. $5.00.
Nose Blowing, 1975.
Hand Washing, 1975.
Showering. In Progress.
Care of Eyeglasses. In Progress.
Face Shaving. In Progress.
Leg and Underarm Shaving. In Progress.
Toothbrushing, 1975.
Feminine Hygiene. In Progress.
Care of Simple Injuries. In Progress.
Hair Rolling. In Progress.
How to Do MORE.
James K. Lent, dev. Bellevue, Washington: Edmark Associates, Inc.

Project Vision-Up Curriculum, A Training Program for Preschool Handicapped Children, Revised. Noel B. Croft and Lee W. Robinson. Boise, Idaho: Educational Products and Training Foundation, 1976. $140.00.

The RADEA Program. Jean Walling, dev. Dallas, Texas: Melton Book Company, 1975. $395.00.

Step-By-Step Dressing. Shirley Henderson and Mary McDonald. Bellevue, Washington: Edmark Associates, Inc., 1973. $4.95.

Trainable Children: Curriculum and Procedures. Binghampton, New York: Conklin, Bookcenter.

Training for Independence. Alan M. Hofmeister, dev. Niles, Illinois: Developmental Learning Materials, 1977. $36.00.
The Independent Use of Zippers, Buttons, Shoes and Socks.
Independent Dressing Skills.
The Counting of Objects.
The Identification of Coins.
The Recognition of Functional Words.
The Understanding of Functional Words and Phrases.
The Retention of Important Oral Phrases and Numbers.

VENDORS WITH ADDRESSES

Abraxas Films, P. O. Box 186, Capitola, California 95010.
American Guidance Service, Inc., Publishers' Building, Circle Pines, Minnesota 55014.
Behavioral Research Laboratories, Ladera Professional Center, P. O. Box 577, Palo Alto, California 94302.
Developmental Learning Materials, 7440 North Natchez Avenue, Niles, Illinois 60648.
Dreier Educational Systems, P. O. Box 1291, Highland Park, New Jersey 08904.
Edmark Associates, Inc., 13249 Northrup Way, Bellevue, Washington 98005.
Educational Activities, Inc., Box 392, Freeport, New York 11520.
Educational Progress Corporation, 4900 South Lewis Avenue, Tulsa, Oklahoma 74145.
Elwyn Institute, Elwyn, Pennsylvania 19063.
Fearon Publishers, Learn Siegler, Inc., Education Division, 6 Davis Drive, Belmont, California 94002.
Fern Tripp, 2035 East Sierra Way, Dinuba, California 93618.
Follett Publishing Company, 1010 West Washington Blvd., Chicago, Illinois 60607.
Frank E. Richards, Publishing Company, Inc., 324 First Street, Liverpool, New York 13088.
Garrard Publishing Company, Champaign, Illinois 61820.
Gary D. Lawson, 9488 Sara Street, Elk Grove, California 95624.
Guidance Associates, 757 Third Avenue, New York, New York 10017.
Hopewell Books, Inc., 730 Jefferson Drive, Pittsburg, Pennsylvania 15229.
Ideal School Supply Company, Oak Lawn, Illinois 60453.
Instructo (Producer). Distributed by Southwestern Bell Telephone Company, School Consultants. Contact Bell Telephone Company Educational Representative or local Bell Telephone Company office.
Interpretive Education, 400 Bryant Street, Kalamazoo, Michigan 49001.
Learning Tree Filmstrips, 934 Pearl Street, Box 1590, Department 100, Boulder, Colorado 80302.
Lyons and Carnahan, Educational Publishers, 407 East 25th Street, Chicago, Illinois 60616.
Mafex Associates, Inc., 111 Barron Avenue, Johnstown, Pennsylvania 15906.
Milton Bradley, Springfield, Massachusetts 01101.
Modern Education Corporation, P. O. Box 721, Tulsa, Oklahoma 74101.
Moreland Latchford/United Learning, 6633 W. Howard Street, Niles, Illinois 60648.
Opportunities for Learning, Inc., Department H4, 5024 Lankershim Boulevard, North Hollywood, California 91601.
Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.
Singer/Society for Visual Education, Inc., Education Division, 1345 Diversey Parkway, Chicago, Illinois 60614.
Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60611.
Southwestern Bell Telephone Company, School Consultants. Contact Bell Telephone Company Educational Representative or local Bell Telephone Company office.
Tarmac, Inc., 71 North Market Street, Asheville, North Carolina 28801.
Teaching Resources Corporation, 100 Boyleston Street, Boston, Massachusetts 02116.
United Learning, 6633 West Howard Street, Niles, Illinois 60648.
Warran A. Schloat Productions, Inc., Pleasantville, New York 10570.